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ABSTRACT

The curriculum guidelines for the high school level of Nova Scotia's core French program, intended for students planning to attend college or certain other postsecondary programs, are presented. The four basic language skills (listening, speaking, reading, and writing) are integrated into all phases of classroom activity and the ability to function in French without resorting to English is encouraged in areas of Canada where French is the usual language of communication. Another program objective is a basic familiarity with French Canadian culture, primarily through literature, history, and current events. The guide outlines the overall elementary-secondary program structure, nine broad program objectives, the intended levels of development for each of the four skill areas, research and notes on student motivation and attitudes, suggestions concerning the development of student skill areas, the program's treatment of grammar, the curriculum's culture component, testing and evaluation objectives and techniques, and notes on grouping and individualization. Suggested classroom activities and a bibliography are appended. (MSE)

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FRENCH - CORE PROGRAM
Senior Level

FL014630

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1978

Youth Education:
Teaching Guide No. 22

FRENCH -- CORE PROGRAM

SENIOR LEVEL GUIDELINES

Published by authority of the Minister of Education

Youth Education: Teaching Guide No. 22

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SECTION 1

GUIDELINES FOR THE FRENCH CORE PROGRAM -- SENIOR LEVEL

INTRODUCTION

This program is designed to provide students with the fundamental skills needed for university credit in French at the first-year level. Many of the future leaders of our society will depend upon this program to give them a solid training in their second language. The program should, therefore, provide a level of fluency in both oral and written French sufficient to enable Nova Scotia high school graduates to take their place as leaders in a bilingual society in Nova Scotia, in Canada, and in other parts of the world where French is the usual language of communication. It is not enough, of course, for them simply to be able to communicate in French if necessary; they must have something to communicate, something which is relevant to the cultural framework of the people with whom they are dealing. Since it may be assumed that most students will require French within a Canadian context, the student must, therefore, acquire a basic familiarity with French-Canadian cultures, primarily through an acquaintance with French-Canadian literature, history, and current events.

Students who intend to continue the study of French in institutions beyond high school level are advised to complete the Core program. Students who wish to continue to improve their proficiency in French but who do not require a university credit in French may prefer to continue into the 12 level of the Communications program.

At the elementary level, students are introduced to oral communication in French; at the intermediate level students begin to decode written French so as to be able to recognize syllable patterns and to read aloud and to write short paragraphs in French with correct spelling; at the senior level the emphasis is to be divided equally between the development of the aural/oral skills and the reading and writing skills. The greater the student's language skills, the greater the emphasis should become cultural material as a basis for language as well as cultural studies.

PROGRAMS: FRENCH SECOND LANGUAGE

Core Program

Elementary - 12

A. Materials - Core:

2-3 For future development

4-6 Le Petit Monde
Bonjour Line
Le Français Partout
Ici On Parle Français
Grade 3 & 4
Grade 5 & 6

7-8 Ici On Parle Français
Le Français International

9-12 Ici On Parle Français
Le Français International

B. Reading:

1. Recognition

Reading Companion and Guide

2. Decoding

Companion & Guide Grade 7
Phonetic Charts Grade 8
Plans for Graphie des Sons and 2 reading texts

3. Development

Grade 8 & 9 Developmental Reading Program

4. Senior

Grade 10-12 Authentic reading experiences

C. Guides:

2-7 Introductory level guide

8-9 Intermediate level guide

10-12 Senior level guide

PROGRAMS: FRENCH SECOND LANGUAGE

Communications Program		Honours Program
Grades 9-12		Grades 10-12
A. Materials - Core:	B. Reading:	At the pilot stage
Passeport Français levels 1-6	Plans for series of reading materials	
	Developmental program also needed here (same one) see previous page	
C. Guide		

Immersion -- 100% - 60% of total program taught in French: may be early or late (Kindergarten -- Junior High School)

Language Concentration (Extended) -- one or more subjects in French.

AIMS

1. to develop further the confidence and willingness to communicate in French.

2. to understand French spoken at normal speed and to use about 2,000 vocabulary words and 100 basic sentence patterns.

3. to consolidate material mastered earlier by appropriate activities. (A student able to discuss the works of Camus should also be able to order a meal, to ask for and give street directions, etc.)

4. to develop further the ability to use in real or simulated situations the French they have learned.

5. to read popular literature which does not present stylistic difficulties (e.g. magazine articles, student periodicals, selected short stories).

6. to become acquainted with authentic literary and cultural materials and themes of current interest.

7. to write short passages of straightforward, expository prose (e.g. simple letters, short descriptions of persons, places or events, résumés, and other practical exercises) using correct grammar, punctuation, and spelling.

8. to understand French speaking people, their culture, heritage and aspirations.

9. to use French where possible to integrate the study of other subject areas such as social studies, mathematics, art and music.

LEVEL OF DEVELOPMENT

Distribution of time:

At the senior level the integration of the four language skills is essential for the most efficient use of the limited time allotted to the learning of French. French should be the language of the instruction as much as possible, and the language of the classroom generally. The distribution of teaching time should be as follows:

Aural/oral 50%	Reading 25%	Writing 25%
grammar 15% Cultural studies	(integrated into the above)	

In practice, of course, it is neither possible nor desirable to divide classroom time into separate, neatly labelled categories. All aspects of the work should be integrated as much as possible. Carrying over a language structure from one activity to another actually has the effect of multiplying time within the classroom and renews a fading attention span.

Example of integration of language skills:

A reading selection will provide listening practice when part of it can be heard on tape or read aloud by the teacher; it will provide speaking practice as students answer and ask questions to verify their comprehension of it; it will provide writing practice as students prepare a brief résumé, a character sketch, or a short introduction to a discussion of a particular idea raised in the reading selection. The same reading selection will provide information related to the cultural aims of the program, as well as examples of language structures which the students need for communication about the cultural facts described in the reading selection and about other topics as well. These language structures should be applied to a variety of situations so that the students practise them both orally and in writing until they have made them their own.

Oral communication skills

To develop their speaking skill students must not only repeat and recite but they must go beyond the strictly controlled exercises and make the leap to meaningful communication. At the beginning of this level students will be able to converse on general topics. By the end of this stage they will be conversing on topics requiring a more specific vocabulary and a greater variety of structures.

As they participate in conversation, as they listen to short presentations by other students, by the teacher, by visitors, as they listen to radio and recordings, as they watch T.V., film and filmstrips with a French commentary, students will develop their ability to understand standard spoken French (le Français standard) as much as possible.

Grammatical structures

The selected program materials, based on sound principles of language development, and the teacher's knowledge of the students' backgrounds and abilities, will influence the order and timing of the introduction of grammatical structures. It is expected that students will master the structures dealt with in Levels 4, 5 & 6 of recommended materials.

Reading skill

At the beginning of the senior level students will be reading texts in straightforward French that present very little unfamiliar linguistic material. The students will read primarily for the message. As their skill improves, students will read literary selections on a variety of themes for enjoyment and the development of their own ideas.

Writing skill

At the beginning of the senior level students will progress from the controlled guided writing of the intermediate level to similar writing tasks with less material being provided by the teacher or the text. From this they will move on to writing their own paragraphs, using a greater variety of grammatical structures and vocabulary. Much of what they write will be influenced by the content and style of their reading material.

MOTIVATION AND ATTITUDES

The question of motivation is particularly important for students at the intermediate level and continues to be important at the senior level. It is during these years that most of them will decide whether they wish to continue to enroll in French classes. In the past few years the results of research in language classes in Canada have provided insights which could be of value in examining possible ways of approaching the problem. The work of the Language Research Group at the University of Western Ontario has been particularly significant in this regard. After several years of surveying large groups of students, the research group was able to indicate that a factor which they called "integrative orientation" was clearly the most important in identifying students who were highly motivated. They learned that characteristics of such students included: a high regard for people who are Francophone, an enthusiasm for learning the language, strong parental encouragement, a persistent effort in studying French, a great desire to know more about the French language and the people who speak it and an interest in foreign languages in general.

Their studies also indicated that it did not appear to be enough for students simply to work hard and to want to learn French, they also needed to identify strongly with people who speak the language. It was of interest too that students successful in learning French indicated a broad range of results in measures of intelligence.

When students who had been involved in the experiment were followed up to determine whether they would remain in French classes, there was dramatic proof that those who dropped out at all grade levels had, in the previous year, shown significantly lower levels of the characteristics of the integrative motive than did those who remained.

In summary, it was concluded that:

> an integrative motive reflects an interest in learning the language of a valued other-language community because of a desire to interact with members of that community and that this motivation is reflected in a positive orientation toward the language learning situation, perceived parental encouragement, and generalized interest in the other languages.[1]

Having learned how to identify highly motivated students by specific characteristics, the research group then set out to discover which factors could encourage the development of such characteristics in students who did not have them. It was assumed that, unlike aptitude which is quite stable, the integrative motive, while it is complex could possibly be modified. The difficulty of re-directing a total attitudinal orientation is not to be minimized as this involves the community, the class and numerous other groups as well.

During recent years, reports have indicated that teachers play a key role in the process of motivating language students. As representatives of the target language group, they can influence the way in which their students view the people whose language they are learning. The attitudes of parents and community are also factors which greatly influence students' motivation. It

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1. R.C. Gardner, P.C. Smythe, Motivation and Second Language Acquisition, Canadian Modern Language Review, Vol. 31, No. 3, January 1975, page 224.

has also been demonstrated that students who take part in exchange or other projects which put them in contact with the French speaking community become more highly motivated toward their French classes. For more details on the studies on motivation, please refer to the items relating to this topic which are listed in the Bibliography.

While many of the conclusions which the research group were able to draw could probably have been put forth by any competent teacher of French, it is useful to have opinions supported by scientifically sound research.

According to these conclusions, some experiences which would help motivate students may include:

(1) enthusiastic and encouraging contacts provided by good teachers
(2) activities which make the program "come alive"
(3) successful attempts to use the language (both inside and outside school)
(4) community based activities
(5) the encouragement and interest of parents
(6) exchange visits to French communities
(7) satisfying contacts with French speaking people.

AURAL/ORAL SKILLS

In the teaching of the speaking skill, we are engaged in two processes: forging an instrument and giving the student guided practice in its use.

The first process involves the mastery by the students of pronunciation, intonation, grammatical structures and lexical items. The grammatical structures and lexical items, while also forming a part of the writing program, are normally introduced, taught and practised orally before being written. The second process, supervised practice in using language skills, is also very important.

Aural Comprehension

Aural comprehension, or the ability to recognize and assimilate what has been heard, is not as passive a skill as it has sometimes been considered. Before the brain assimilates the information, a process of decoding and recoding has to take place -- a process during which translation into the mother tongue should not take place. The ability to remember what has been heard in another language comes only after considerable practice at recognition of the second language sounds and patterns. Aural comprehension exercises should therefore be designed to take these factors into account and to avoid being exercises in memory. If long passages are used, there should be pauses to allow for the assimilation of material. Such pauses, as well as repetition and redundant phrases occur in normal speech. These devices give the listener the necessary time to assimilate the information.

The listening skill is a most difficult skill to master and the daily conversations, questions and instructions by the teacher play an essential part in the development of this skill. Similarly, group conversational activities by students provide further listening opportunities. Students need much practice summarizing in French what they have heard. In a different exercise the teacher gives the gist of a passage before the students listen to the full version. Dialogues provide useful training because the material is heard many times. Students can practise following instructions given to them by the teacher or by other students. Beyond that, T.V., films and tapes can be used. An occasional French-speaking visitor to the classroom can provide interest, listening practice, and conversation incentive. Where possible students can be encouraged to listen to radio or watch T.V. in French at home. They can be required to put in a specified time per week during school hours to listen to tapes and recordings. "Suivez la Piste" and "Aérodrame" are useful tapes for this.

Oral Expression

It is difficult for many people to speak in their native tongue before a group of 20-30 people, and much more difficult to speak in another tongue before a large group. Students will be more willing to experiment with the language and more likely to enjoy using it if they can work in a small group within the class. Furthermore, given the number of students and the time devoted to French instruction, it is not feasible to devote much time to individual student response before the whole class. The amount of speaking per student would be so limited as to be negligible. The disadvantage of group oral work, that students listening to each other are listening to imperfect models, can be counteracted to some extent by the teacher working briefly with

the class as a whole and eliciting unison responses, by the teacher working with groups in turn and by encouraging as much listening practice outside the classroom as possible.

Free Conversation

Priority must be given to the development of an adventurous spirit in trying to convey one's meaning to others in the second language. The extent to which this is achieved will depend largely upon the atmosphere created by the teacher and the expectations of the teacher. Rivers emphasizes the importance of communication practice or "autonomous interaction" which she defines as the "actual trying out of what has been learned ... (in) some form of real communication rather than remaining at the level of pseudo-communication through imposed utterances."[2] It is essential that such communication practice take place at every level of the program. The teacher should devise situations and activities which will motivate students to communicate meaningful information within an appropriate context. Rivers lists fourteen contexts that provide the stimulus for natural interaction and lists many specific examples of how to create such contexts in the classroom.[3] For example, students are asked to place themselves in an imaginary situation (you have just landed at Montreal ...) or are put in a real situation (the French class sale, a meal put on by students or the demonstration of making items from paper or card ...). From these situations they create their own utterances in French.

2. W. Rivers, Speaking in Many Tongues; Essays in Foreign Language Teaching, Rowley, Mass.: Newbury House, 1972, p. 2-3.

3. W. Rivers, Practical Guide to the Teaching of French, Oxford University Press, London, 1975, p. 45-49.

READING SKILL

Students will want eventually to read with fluency, a fluency which precludes translation into their native tongue. At the senior level of the high school program, reading activities are both intensive and extensive. Intensive reading is done under the closer guidance of the teacher and is related to further progress in language learning -- the extension of vocabulary and the understanding of structural difficulties. Such progress is necessary to help the student read with fluency. The extensive reading is carried on by the students at their own pace. This reading would be of a lower level vocabulary than the intensive reading with few unfamiliar items and these should be decipherable from the context. Fluency in reading is not encouraged by the use of a bilingual dictionary. Students should become accustomed to using a monolingual French dictionary and have recourse to a bilingual one only as a last resort.

Students should be encouraged to read as much as possible, which means that material suitable for their age and interests should be readily available to them. The teacher should arouse the students' interest in the reading materials and help them with any difficulties. Students should be able to show, by means of true-false or multiple choice tests or by answering questions, that they have understood the gist of the material. Comprehension of the whole rather than memorization of insignificant details is the aim.

At the higher levels of the senior high program, students should be able to tackle authentic materials, that is, materials that have not been especially edited for their use -- at least not beyond the paraphrasing in footnotes of particularly difficult passages. The intensive reading material will be much discussed and analyzed in class. As with the teaching of all aspects of language skills, a variety of presentations is necessary to avoid tedium - preteaching of vocabulary, student preparation of reading passage, initial presentation in class by the teacher or on tape -- always reading a passage for main ideas before attempting to extract details. Best results will be obtained when the material to be read and subsequently discussed deals with topics and themes about which the students will have their own thoughts and feelings and so will find that ideas on the subject come fairly easily. This will allow them to place much of their attention on the formation of the appropriate language patterns.

The development of the reading skill will not be isolated from the other aspects of the program. Much of the reading material will deal with cultural content and a presentation of related material by students or by the teacher might be appropriate -- maps, slides, photographs, music, works of art, etc. The reading material will be dealt with orally -- paraphrase, résumé and discussion. Advanced students can retell an incident from the point of view of another character. A story might be rewritten as a newspaper item -- headline and summary.

WRITING SKILL

The first and vital steps in the teaching of writing will have been taken at an earlier stage. At the senior level of the French program, students' writing will still be closely guided and the progress to composition will be a gradual one. Material that is to be written will be familiar from the oral work and reading. Students must be continually encouraged to use authentic language that they have learned in order to avoid constructing a strange language which would be incomprehensible to a native speaker. At the intermediate level, students will have had outlines which allowed a limited choice of vocabulary and structure -- substitution exercises, expansion of sentences or a list of items which had to be put into sentence form. At the senior level, students can be required to write about a story they have heard or read, or they can summarize, retell or write descriptions from it. Again they will stay close to the vocabulary and structures of the original.

As students progress to composition, their assignments should still be closely related to their oral work and their reading material -- character sketches, descriptions, personal reactions and résumés. The choice of vocabulary and structures will be wider, but students still have to be reminded that they must keep their writing style clear and, above all, simple. At this point the stylistic complexity that students would use in English is beyond them.

The students should be encouraged to be as innovative as possible in the content of their compositions while continuing to face the challenge of keeping them as simple as their level of language dictates.

THE TREATMENT OF GRAMMAR

The question of teaching grammar has been a very controversial one in recent years. As soon as the topic is introduced, common immediate reactions will probably include: "no formal grammar should be taught", "grammar can't be taught in a second language because students don't understand the grammar of their mother tongue", "if they don't learn the rules of grammar, they can't learn to use the language" ... Since the well recognized work of Piaget indicated that most students in childhood and early adolescence are incapable of generalizing, teachers have become well aware of the reasons why many of their students do not easily move from rules to their application. Moreover, the definition of "grammar" has evolved from a simple one involving a set of fixed rules to a far more complex one which is based on an understanding of the behaviour of language as it is used by different people under different circumstances.

On the opposite side of the coin, many specialists in psycholinguistics now believe that, at a very early age, children have a built-in awareness of language patterns which they learn to vary in innumerable ways. They point to the many similarities in the language patterns of a broad range of languages as proof of this view. Starting from this premise, it is possible for students to learn basic constructions and to teach, as Politzer states, "how this construction is made up, how it comes apart, how some building stones can be replaced."[4] This is how our present program aims to provide students with a sufficiently broad scope of constructions so that they will be able to use their new language in practical situations.

With the hours of French instruction limited, the teacher must be careful not to confuse students by presenting too many grammatical structures too fast. It is not the number of patterns to which the student has been exposed that will help him most, but the confidence and versatility with which he can use a relatively small number of patterns. Supervised practice in using language skills is therefore all important. Varied practice, practice without boredom, practice which reviews and builds upon widely useful language structures appropriate to the students' interests - this is the key to efficient use of limited classroom time. Structures to be learned must be practised within a reasonable and interesting context. "Explain why you were not in school yesterday" is an invitation to use the past tenses correctly.

Grammar must be seen as a means to an end, not an end in itself. The introduction of a structure does not always necessitate an exhaustive study of it at that time. For example, the subjunctive is introduced early in some materials with expressions such as "il faut que je parte". Later on it is treated more fully. It is important for the students' confidence that the emphasis be on the mastery of a fairly straight-forward item by means of much, albeit varied (oral and written), repetition rather than on the awesome structural complications yet to come.

To present and to provide practice of grammatical structures in a meaningful way, a variety of techniques may be used. The teacher's guides that accompany the recommended program materials provide many suggestions. A few visual aids -- objects, pictures, flashcards, overhead transparencies or mime

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4. Robert L. Politzer, Teaching French, Blaisdell Publishing Co., a division of Ginn and Company, Waltham, Mass., 1965, pg. 7.

make the exercise more meaningful and easier to remember.

Examples: a) Students can be required to come looking for the teacher or another student to explain some problem or situation. They must use some form of pouvoir or vouloir and an object pronoun.

T. - Tu me cherches?
S. - Oui, je vous cherche. Je ne peux pas trouver mon livre de français.

b) To teach the difference between the partitive article du, de la, de l', and the definite article le, la, l', have a carton of milk and a glass.

Stress the difference between the carton of milk and some of the milk from the carton, by having students follow the instructions.

Donne-moi du lait. (Student puts milk into glass and hands it
or to teacher.)
Donne-moi le lait. (Student hands carton of milk to teacher.)

c) To teach the concept of countables as opposed to non-countables (du, de la, de l'/des) give a pancake-making demonstration in class. -- Ajoutez du lait, de la farine, des oeufs, des bleuets, etc.

The students may then explain how to make a sandwich, bake a cake, or plan a nutritional lunch menu.

CULTURE

The main aim of the French Core program is a linguistic one. But cultural content is to linguistic skill as lyrics to the music of a song. Achievement of linguistic skill is inseparable from the development of positive attitudes within a cultural framework. Hence, it is unrealistic to speak of cultural studies as a separate unit within the program. Each of the four main areas of language skill is developed within a cultural context. Even language structures themselves will sometimes require explanation of a cultural rather than a grammatical nature (the use of "tu" and "vous", for example).

At the first stage in the development of awareness of the cultural background of a second language, students become aware of their own culture -- thereby broadening their horizons and sharpening their perception of themselves and their society. Material dealing with the activities and interests of young people themselves in the other culture is likely to have a direct appeal to the younger students. As the students' interests mature, questions of politics, history, regional aspirations, national unity, socio-economic policy, etc., should be included for discussion.

Items such as bilingual packaging and advertising of Canadian goods, passports and passport application forms, plane and train schedules, customs declaration forms, job applications, classified advertisements, etc., all can contribute to the students' knowledge of the bilingual nature of our Canadian society and help them feel at ease amid the workings of that society. In Nova Scotia, French television, radio and newspapers are readily available and can provide a rich source of material.

The cultural aspects of the program should not stop here. Students must also be made more familiar with the cultural images, assumptions, backgrounds and predilections which influence the thinking of French-speaking people, particularly in Canada. To do this, French Canadian literature should be a part of the program. Students should be introduced to writers such as Gilles Vigneault, Georges Dor, Gabrielle Roy, Félix Leclerc, and others, in order to see French-speaking people as they see themselves. The more students' language skills improve, the more literature should be incorporated into their work.

Real contact with French-speaking persons is desirable. Group visits to French-speaking areas, student exchanges, actual correspondence with students in French-speaking areas, attendance at existing bursary-supported French summer school courses are all to be encouraged.

The French Core program is not the only place on the curriculum for French-Canadian or French studies. They will have their place in the social studies and Canadian Literature programs and this should encourage interdisciplinary co-operation between members of these departments where their programs can complement each other. When the students are studying the French Revolution, the French teacher could take the opportunity to show a filmstrip, slides or pictures with a simplified commentary either by the teacher or a group of students. A good working relationship between teachers is necessary so that they do not steal each other's thunder by using identical materials. Many a history teacher will probably welcome not only the opportunity for the reinforcement of his course content, but also the chance to perfect his own pronunciation of the French terms and names he has to use.

FRENCH IN THE WORLD

French is official or very important within the country. (Countries indicated by numerals)
Some French (in North America).

1. New Hebrides
2. New Caledonia
3. Tahiti
4. Marquesas Is.
5. St-Pierre & Miquelon
6. Maine
7. Louisiana
8. Haiti
9. Guadeloupe
10. Martinique
11. French Guiana
12. Belgium
13. Luxembourg
14. Switzerland
15. Tunisia
16. Algeria
17. Morocco
18. Mauritania
19. Senegal
20. Mali
21. Niger
22. Guinea
23. Ivory Coast
24. Upper Volta
25. Togo
26. Dahomey
27. Cameroon
28. Chad
29. Central African Rep.
30. Gabon
31. Congo
32. Zaire
33. Rwanda
34. Burundi
35. Afars-Issas
36. Comoro Is.
37. Malagasy Rep.
38. Reunion
39. Mauritius
40. Crozet Is.
41. Kerguelen
42. Amsterdam & St. Paul
43. South-East Asia

Testing and Evaluation

At the senior level, emphasis is placed on the integration of the four basic language skills: understanding, speaking, reading and writing. Since all are given equal emphasis in teaching, testing will reflect both the integrated approach used in teaching and the equal division of time. As has been stressed in the intermediate level guide, activities carried on in the classroom can be adapted to the testing situation. If students use group discussion, dialogues, dictation, the media, taped or recorded materials,then these will be suitable for use in testing. With the increased complexity and volume of material used at the senior level, it will be particularly important for teachers to set specific objectives in planning their program so that testing will relate directly to these objectives.

The selection of objectives must reflect the skills and information which the students will need at the end of a given period and at the end of their high school program. By determining which tasks will be required, teachers can set up a series of steps leading to the task. These are taught and tested systematically. For example, if students will eventually need to listen to oral presentations, take notes and write summaries, the following may take place over a period of several years:

A. Students listen to a short paragraph and answer 2 questions, each with a complete sentence.

B. Students hear a short paragraph which they then summarize in two or three sentences.

C. Students listen to a short presentation by the teacher and take notes in French.

D. Students listen to a media presentation and take notes in French.

At each stage, the students discuss together what they have written and with the teachers' help, prepare clear, comprehensive notes. When students are ready for testing, the notes they prepare (prior to consulting others) are marked for the following points:

Graphics
Spelling
Punctuation
Vocabulary
Accuracy of information
Style

In the beginning stages, more weight will be given to the first points listed. As students improve, the last are given greater priority.

The same approach may be used to prepare students for participation in class lectures in French, oral discussions, being interviewed, reading specific kinds of material, writing verbatim (dictation) what is heard, writing reports, etc. The list is limited only by the constraints imposed by the learning environment and by decisions relating to which tasks will be most useful.

Decisions relating to levels of proficiency in each task should take into consideration not only what the task requires but also what it is reasonable

to expect under a given set of circumstances. At the early stages, communication will be more important than accuracy. Gradually, the level of precision will be reflected in greater coherence as expressed by content, organization and style. Marking will reflect the emphasis given to one criterion over another during the teaching process.

Many suggestions are provided for specific tests in aural/oral skills in the earlier level guides. In general, their purpose is to determine:

1. Listening proficiency
   - discrimination
   - comprehension

2. Speaking proficiency
   - pronunciation
   - expression
   - use of grammar
   - vocabulary

At the senior level, we would stress, in addition to the above:
- context
- tempo

In reading, the Intermediate Level provides recommendations for the testing of:
- visual discrimination
- reading comprehension

The Senior Level would also be more concerned with:
- speed

Testing the Writing Skill

At the intermediate level, students are tested on their ability to copy, fill in missing details and manipulate language elements in writing. Many suggestions are provided for testing writing at this very basic level. At the senior level, testing will gradually change to place more stress on:

- accuracy
- expression
- content
- style

The following will help indicate practical ways to test writing at this level.

1. Manipulation:

-- completing dehydrated sentences
(garçon/écrire/lettre/mère)
-- paraphrasing
(j'étais bien fatigué [se trouver])
-- changing structures
(Q. Est-ce que tu vas à l'école? R. Oui, j_____ vais)
-- proofreading
(correction of spellings, verb endings, etc.)

2. Sentence Structuring and Composition:

-- stimuli provided
(Mon oncle n'aime pas _____ chats.)
(le, les, de, du, des)

-- basic form provided
(Il _____ (savoir) lire)

-- unguided completion
(use your imagination)

-- clause completion, no directives given
(Le samedi quand je vais en ville, je _____)

-- Cloze procedure
Nos deux petits amis _____ sur le pont d'____ bateau en route pour _____ France. Il fait un _____ splendide, et Georges et _____ ne restent pas dans _____ cabines.

-- oral stimulus
songs
dictation
response written to oral drill
written résumé of anecdote
written (abridged) version of newscast, etc.
written dialogue
written summary of oral presentation
written answer(s) to oral questions

-- others
letters
paragraphs
crossword puzzles or other word games
answering open ended questions

3. Development of sense of style:

-- change assertive sentence to interrogative, etc.
-- combine several sentences
-- convert one form of writing to another (dialogue to description, etc.)
-- change from direct to indirect speech
-- imitate an author's style
-- sequence events and summarize them.

To mark, begin by alloting points as follows:

Accuracy and expression 20%
Content 10%
Style 10%

Later, reverse the above, i.e., rate style and content at 20% each and accuracy and expression 10%.

A simple guide may help in marking styles:

(1) Literary merit -- enthusiasm, originality, imagination, varied sentence structure, use of figures of speech.
(2) Organization -- introduction, development, conclusion.
(3) Vocabulary -- range, level.
(4) Expression -- precision, clarity, comprehension flow

Content:

Minimum of four developed ideas or components

Accuracy of Expression:

Deduct 1/2 mark for each error.

The suggestions come from many sources, some of which are listed in the Bibliography. For other information on evaluation and testing, teachers are encouraged to consult such sources and to study the Core Program Guidelines, Introductory Level and the Intermediate Level. If these are not available in the school, they may be obtained by contacting the Inspector of Schools in your area or by requesting them from:

Department of Education
French Section
P.O. Box 578
Halifax, N.S.

GROUPING AND INDIVIDUALIZATION

One of the advantages of the introductory level of a second language program is the fact that the students can usually be grouped together with only simple adjustments being needed to respond to their diverse backgrounds, interests and level of skill development. Before long these differences become increasingly difficult to accommodate in one large group or class of students if all are kept together. For this reason, many teachers begin to divide the class into two or more groups for at least part of each period. Usually some provision is also made for whole class activities during most class periods. With careful planning and gradual introduction to group work, teachers and their students can find the patterns which are most satisfactory for them. It should be stated that, in the beginning, the teacher will want to try only those activities with which he knows he can easily cope. Later, there will be added opportunities for other activities as some of the students become accustomed to carrying out their planned "packages" with less intensive supervision on the part of the teacher. The presence of a student "monitor" or classroom aide can do much to assist teachers in carrying out small group activities.

It should probably be mentioned that one frequently used group activity, the one-to-one dialogue can become quite noisy. However, this kind of practice, if well prepared, supervised and followed up, gives students extra conversational practice with another person who will sometimes vary the responses. It also gives the teacher the chance to help the few students who cannot keep up with the level of oral language which most of their classmates can manage.

As reading and writing are added to the program, there are many exercises that can be carried out by small groups or by individuals within the class. Whatever the situation, the teacher will probably have to plan for a variety of different kinds of group activities to assure that there will be a high level of student interest and participation. Some or all of the following may be used in planning for grouping:

1. Ability groupings: This kind of grouping may be useful at specific times and to help students with particular problems. However, it should be alternated with other types of grouping to avoid engendering negative feelings.

   (a) One-skill grouping: Groups of students carry out different activities designed to practise a particular skill. For example, Group A could read and discuss a paragraph while Group B reads and then answers questions on the same paragraph and Group C follows their reading by answering true or false questions about the paragraph. The students are thus able to participate in the development of the same skill but at their own level.

   (b) Specific skill groupings: Students divide into groups which concentrate on the development of a skill area in which they are weak. One group may be practising a listening comprehension exercise, another will accommodate students who have difficulty with pronunciation. A third group may be reading and carrying out an activity similar to those mentioned above.

2. Conversational groups: The one-to-one dialogue practice or the activities carried out by several students who are improving their conversational

skills would be included in this type of grouping. Class preparation would precede these activities and follow-up would include drills in the areas of difficulty noted by the teacher who observes errors during the time the students are practising.

3. Interest groups: The "project-type" activities are well adapted to interest groupings. Several students who are interested in a similar topic prepare together and make a joint report or presentation to their classmates at some future date. At the intermediate level, topics should be carefully selected in consultation with the teacher who also needs to provide most of the materials which the students will use. Because of their limited skills, these will need to be monitored so that the students can be challenged but not beyond their capacities. These experiences should leave them with higher interest levels and increased skills but with as little frustration as possible.

Some of the critical questions which need to be considered in overall planning for group activities should include:

(1) What kind of learning task is best suited to the students' different rates of learning and how can each step be evaluated?

(2) What will the students' contribution be so that they will actually be learning and not just kept occupied?

(3) Will the teacher be able to observe not only what is being done but also how individual students learn best so that he can take maximum advantage of the students' creativity in his planning?

The problem of adapting activities to individual needs will probably be a major one which the teacher will face. Politzer suggests several alternatives:

-- different goals can be assigned to different students

-- all students may be given the same goals but activities may use different approaches, methods or techniques

-- goals as well as approaches, methods and techniques may be the same for all, but the pace or rate may be varied.

In summary, the teacher who is planning for small group and/or individual activities for part of the language period will have to plan for:

1. The preparation of "packages" of learning activities, including materials which the students will need to carry them out.

2. A system of monitoring the progress of individual students as they carry out their activities.

3. An overall program which will encourage student motivation and take full advantage of their individual interests and skills.

4. Maximum use of facilities to accommodate quiet activities, large and small groups, groups using media, etc.

5. A plan for evaluation and the granting of credits or marks for progress achieved.

6. A range of activities which will take into consideration some students' need for enrichment and the need of others for remediation.

To facilitate grouping, the arrangement of furnishings in the language room should be carefully planned. Desks, tables, etc. will need to be rearranged to provide areas for small groups to work together. In one, designated a listening area, students can hear taped dialogues, comprehension anecdotes, drills, songs, etc. This will permit some students to repeat sections of the material until they have completed their assigned task while others can progress more quickly. Meanwhile, another group may be preparing a written or reading task. A third may be working with the teacher on a particular problem or viewing the slides of one of the dialogues and practising the difficult sections.

Since it will be necessary to have many materials ready for all of the groups, a good filing system can help immeasurably so that all can be available on short notice. Some students enjoy assisting the teacher in both the preparation and care of such materials.

With this kind of flexible utilization of resources, grouping becomes much more feasible as the teacher always has available the listening area to which small groups of students can be assigned for part of each period. The arrangement of the room can be changed to accommodate the functions of a particular class during a particular period and can quickly be rearranged to suit another purpose. Especially at the early levels, it is recommended that students spend no more than ten or fifteen minutes at a time in a passive activity such as that which takes place in a listening situation. Moreover, students should seldom hear their own responses recorded as many of them will not yet have developed consistently good quality in their use of the more difficult phonological elements. In many instances, they are still unable to detect the inaccuracies in their own speech and hearing an incorrect model tends to reinforce poor patterns.

All language rooms need to be arranged with optimum flexibility in mind so that they may invite the students to participate in a broad range of learning activities rather than inhibiting them. They do not need to be appreciably different from most other classrooms and more elaborate and expensive installations will not necessarily increase their effectiveness.

There are many sources of information which interested teachers may consult. Programming a Unit for Large and Small Group Instruction by Renée Taillefer in the October 1974 issue of The Canadian Modern Language Review and Individualizing Foreign Language Instruction, the proceedings of the Stanford conference, edited by Howard B. Altman and Robert L. Politzer are two which are particularly valuable for this purpose.

SECTION II

ACTIVITIES

The following are a few suggestions for activities that can be used at the senior level. Other ideas that can be successfully adapted for senior classes are to be found in the Introductory and Intermediate Level Guides, as well as in the books listed. At the senior level,there is still a place for the word game that provides a quick review of a variety of lexical items, e.g.

1. Ce matin j'ai acheté un appareil, une balle, une cravate, un disque, etc. Each student adds an item to the list.

2. Nommez cinq pays.
   Nommez cinq légumes, etc.

Such games continue to provide variation + motivation, but should not be lengthy.

At the senior level,greater emphasis should be placed on activities that will enable students to use the French they know for the purpose of communication in a variety of contexts. These can be quite simple to begin with -- a general knowledge quiz, for example -- (maps are splendid visual aids) -

Où se trouvent les Montagnes Rocheuses?
Où se trouve Chicoutimi,
Sudbury, etc.?
Où se trouve le Château Frontenac?
la Citadelle?

"Où" and "qui" require continual review and practice. A collection of pictures of celebrities (local, national or international) can provide an opportunity to practise 'qui', as well as other questions that need to be drilled.

Qui est-ce?
Quelle est sa profession?
Où est-ce qu'il/elle habite?

A picture of someone currently in the news will often lead to greater linguistic efforts by the students.

It is important to remember that the teacher need not always be, indeed should not always be, the central figure in such activities. Having conducted an activity with the class once or twice,the teacher can then hand it over to the students, perhaps to bring in the pictures, certainly to ask the questions. It is equally important to remember that students will find it easier to work in groups of 4-6 people and that students in small groups will have more opportunity to speak. Furthermore, advanced students will usually go beyond the exercise of the moment and will work at their own level if given the opportunity to do so.

As students become accustomed to working in groups in which the language of communication is French, they will progress to discussions and presentations on subjects of personal interest (their hobbies, interests, activities, trips, jobs) to more specific topics, such as those suggested in the list of activities (T.V. demonstrations). Discussions and debates on topics in the news or in their reading material will become possible.

Activities are not to be regarded as an extra or a "fill" or as something that detracts from the serious business of teaching French, only to be fitted in at the end of term if there is time to spare. On the other hand, they must not be devoid of purpose. Many of the activities described in the guides can be adapted to include a variety of content. For example, students are learning to use the verbs that take de + verb and an indirect object (défendre, conseiller, ordonner, permettre, suggérer, etc.). They are required to make up a story with each student adding a sentence or two in turn. They are to include as many examples of the structure being learned as possible. The teacher gives them an outline that will enable them to use these structures.

Example: The story will be about a young visitor (a Dennis the Menace type) to their house. Despite all warnings, advice and instructions the child manages to let the dog loose, drive the tractor into the ditch or spill tomato juice over the carpet.

Variation: The incident occurred while they were babysitting and they must now explain the mishap and their own part in it to the parents.

If the activity is going well, the stories might be put into written form and read to the rest of the class, thus providing listening practice for all.

Discussions and debates

Students need to prepare for discussions. It is often useful to have one student find as much information as possible on a topic and to make up a short list of vocabulary items that may be useful in the discussion for the other members of the group. Students not making the presentation should prepare 5-10 questions related to the topic. A debate or panel discussion can be prepared in a somewhat similar manner, with four students presenting their points of view and a fifth acting as moderator.

Interviews

One student assumes the role of a newcomer -- from another planet, country, town or time -- or a celebrity. A partner conducts an interview (with guidance from the teacher as to the information he or she might seek) and then presents the information to the larger group.

Posters and bulletin board displays

Posters and bulletin board displays provide a variation in written work. The classroom can be decorated with French posters made by students. The various holidays and school events (dances, student council elections, winter carnival, sports, exams) provide plenty of themes. Decorations can be labelled, posters can display greetings, congratulations, warnings, pleas for support, information, cartoons and jokes. A point of grammar may be reinforced in this way. To illustrate the imperative, for example, students can make posters of the commands that are used on road signs, in airports, planes, train and bus stations, in stores and restaurants. They will probably want to use their imagination and make up their own as well. It is an adaptable activity that can be used for variation.

The making of Christmas cards is a related activity.

Many students are willing to do a lot of the art work on their time. The motivation of having something to show for their efforts is high and when the posters are taken home to decorate bedrooms and recreation rooms, attitudes toward their second language are changing for the better.

Writing of personal descriptions

Students choose a picture of someone from a magazine and write a few sentences of personal description. The picture adds interest and the challenge is to be brief and accurate.

Writing a letter of reference

The above activity can be developed into a letter of reference as the student writes how long he has known the person, in what capacity and gives an account of his/her good qualities. These would be appropriate to the picture chosen.

Horoscopes

Students can read the horoscopes in several French books and evaluate the accuracy of their own. They must explain why it is accurate or inaccurate. Students enjoy writing horoscopes and can find examples to follow in the French newspapers.

Activities

Moi, je suis

An interesting alternative to the traditional "presentation" exercise. The students suggest several different objects and occupations. These are listed on the board - e.g.

brosse à dents	chauffeur de taxi
chapeau	ingénieur
peigne	livreur de pizzas
foulard	boulangière
chaussette	pilote

The students choose an object or profession and introduce themselves as such. This may be a symbolic representation of their own life or an imaginative presentation of life as a "chaussette", for example. The others ask questions afterwards to find out more about the "person" -- Quelle est votre espérance de vie?

Vous vous amusez comme - ?
Où est-ce que vous habitez?

The students are divided into groups of four. Each group is given a piece of paper and a felt marker. The object is to make a composite drawing of an animal or a person. The first person draws the head, folds the paper back to hide what he has drawn, but extends the neck a quarter of an inch over the fold so the next person will know where to begin his top part of the body (arms, shoulders or whatever). The third person using the extended lines as a guide but not knowing what the top half of the body looks like, adds the bottom part (tail-stomach?) and the fourth person draws the legs, feet or paws.

The papers are then unfolded and displayed for the other groups to see.

The names of different animals are written on the board, divided in syllables - e.g.

é	lé	phant
che	val	
kan	ga	roo
hi	ppo	tame

Using a combination of these syllables (or others they may find more suitable). Each group names its animal and has a few minutes to prepare a description of its way of life — where it lives
what it eats
its characteristics, habits, etc.

This description can be presented orally, each member of the group contributing, followed by questions from members of the other groups.

Vocabulary Quiz

This activity provides listening practice and vocabulary review. The class is divided into teams. The teacher gives a definition or a description to the first student in the first team. If the student is able to provide the word being defined the team receives 2 points. If the correct response is not forthcoming,the second team has the opportunity to answer for 1 point. Variation -- Students make up the definitions and present them to the class or group.

Sale

Activity -- Students bring "junk", set up stores and then hold a sale.

Objectives -- The activity provides motivation, opportunity for free conversation, vocabulary expansion, number review, dictionary work and newspapers. A number of the elements may be included or omitted as the teacher sees fit and the amount of time spent in preparation can vary considerably.

Materials required -- Play money sufficient to provide each student with 200-250 francs or dollars in various denominations. Card for posters -- a couple of pieces to each group. Coloured markers or crayons. A list of expressions in French that students are to use. (These can reflect the structures and vocabulary being studied e.g. "J'achète un cadeau pour ma mère." as well as those needed for buying and selling.)

Procedure -- Students bring in "junk" that they are prepared to donate. In groups they label and price the items, make a poster with the name they have chosen for their store and write up a couple of advertising slogans - their own or taken from newspapers. They receive their play money of 200 francs or dollars. This is counted out to them by a "banker" in each group. The students check it by counting it back. The teacher goes over the expressions they will need both as sales people and customers.
On the day of the sale,half the members of each group go and buy from the other stores while the others stay and sell. When half the items have been sold,it is time to change roles. The teacher can talk to students asking them what they have bought, what they are going to do with it, to whom are they going

to give it, how much they paid for it, etc.

T.V. Demonstrations

These are short oral projects that are presented to the class or to a small group. Some time in class should be allowed for planning and preparation. The use of props (real objects, posters, overhead transparencies, pictures) and actions (e.g. exercise demonstrations) provide the students with cues and help to make the transition from memorization to normal language use.

Possible topics:
(1) cooking (The cooperation of the Home Economics Department is useful here.)
(2) news broadcasts
(3) sports reports
(4) commercials
(5) physical fitness
(6) weather reports
(7) bicycle repairs

Paper Constructions

This activity provides an opportunity for students to follow and give instructions. The teacher gives the instructions and demonstrates how to make an object from paper or card (Christmas decorations, windmills, mobiles, gift wrapping, etc.) (See Le Papier Créations Manuelles Educatives.) Students construct their object following the teacher's instructions. Students can choose an item that they demonstrate to a partner or group who make it according to the instructions they receive. They will need to prepare and practise this beforehand and obtain the necessary materials. While students will be able to find some of the materials at home the teacher should have a supply on hand (string, thread, construction paper, scotch tape, scissors).

For further activities

Crashaw, B., Let's Play Games in French, National Textbook Co., Skokie, Illinois 60076, 1975

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Games for the Foreign Language Classroom, ACTFL Materials Center, 62 Fifth Ave., New York

James, C.J., Lange, D.L., The Use of Newspapers & Magazines in the Foreign Language Classroom, ACTFL Materials Center, 62 Fifth Ave., New York

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Wright, A., Visual Materials for the Language Teacher, Longman, 1976

Kits and Games

La Météo	OISE, Bloor St., Toronto, Ontario
Bienvenue à Montréal	OISE, Bloor St., Toronto, Ontario
De chez nous	OISE, Bloor St., Toronto, Ontario
Chansons et Chansonniers	OISE, Bloor St., Toronto, Ontario
Gilles Vigneault	OISE, Bloor St., Toronto, Ontario
Temps des Fêtes	available from Prentice-Hall
Le Vélo (folder)	Clarke Irwin & Co. Ltd. Toronto
Weekend à Paris (folder)	Clarke Irwin & Co. Ltd. Toronto
Suivez la Piste (tape, text, teachers' booklet)	Marvin Melnyk Assoc. Ltd. Postal Station A Willowdale, Ont. M2N 5T5
Aérodrame (tape, text, teachers' booklet)	Marvin Melnyk Assoc. Ltd.
Rendez-vous à Chaviray	Marvin Melnyk Assoc. Ltd.
Les Français comme ils sont	Marvin Melnyk Assoc. Ltd.
Vient de paraître	Marvin Melnyk Assoc. Ltd.
Château de Couches	Regents Publishing Co.
Une école Moderne à Genève	Regents Publishing Co.
Allez-y Language Games	Longman Canada Ltd. 55 Barber Greene Rd. Don Mills, Ont. M3C 2A1
Longman Language Folders - Paris	Longman Canada Ltd.
Questionnaire (linguistic & cultural game)	The Yale Book Co. Ltd. 34 Butternut St. Toronto, Ont. M4K 1T7
Vous désirez? (booklets, filmstrip & tape)	ACTFL 62 Fifth Ave. N.Y.
Mille Bornes Parker Bros.	
Jour de Paye Parker Bros.	

Scrabble Junior Parker Bros.	Moyer Vico Corp. 700 St. George Blvd. Moncton, N.B.
Scrabble Parker Bros.	Moyer Vico Corp.
Carrière Parker Bros.	
Le Papier Créations Manuelles Educatives (Book of instructions)	Granger Frères, 210 ouest Boul. Crémazie Montréal
A la bonne heure (French expressions commonly used in English)	Gessler Publishing Co. Inc. 220 East 23rd. St. N.Y. 10010
Mots Croisés Faciles Duplicating masters	National Text Book Co. Skokie, Illinois
La Vie Quotidienne des Pionniers du Haut Canada (films fixes sonores)	Moreland-Latchford 299 Queen St. W. Toronto, M5V 2S6
Canada - Il est né d'une race fière (géographie - films fixes sonores)	Moreland-Latchford
Les Contes du Noël (films fixes sonores)	Moreland-Latchford
Les Premiers Ministres du Canada (portraits of Canada's Prime Ministers with commentary in French and English on each.)	Dent

Publications for the Classroom

Journaux:

Le Petit Courrier	14 rue Kirk, Yarmouth, N.S.
L'Evangéline	80 Church St., Moncton, N.B.

Revues:

Ca va	Scholastic Tab Publications Ltd. Richmond Hill, Ont.
Chez nous	Scholastic Tab Publications Ltd.
Quoi de neuf?	Livres, Revues et Presse Inc. 4550, rue Hochelaga Montréal, H1V 1C6
Passe-Partout	Livres, Revues et Presse Inc.

Livres:

Nouvelle Encyclopédie illustrée (14 volumes) Editions Kim	Encyclopaedia Britannica Publications Ltd. 2 Bloor St. W. Toronto, M4W 3J1
La Cuisine traditionnelle en Acadie Boudreau/Gallant Editions d'Acadie	120 rue Victoria, C.P. 885 Moncton, N.B.
Le Guide des fromages Maby Les Editions La Presse	Les messages internationales du livre inc. 4550, rue Hochelaga Montréal 404, Que.
Visages de la Chanson Québecoise Tremblay/Kovik	CEC Montréal
Vivre au Québec Cotnam/Blais/Dickson	McClelland & Stewart 25 Hollinger Rd., Toronto
Le Patinage Hockey Scientifique Larivière	Les Publications SCA-DIA Ltée 3525 Masson, Montréal
Le Soccer Schwartz	Les Editions de l'homme 955, rue Amherst Montréal 132
Mon Coup de Patin (Le secret du Hockey) Wild	Les Editions de l'homme
Les Sports Olympiques Savoie	Editions Pauline
Les jeunes découvrent la Nature Sheehan	Editions Granger/Gamma
Les Oiseaux Etude de ton environnement Macbean/Stecher/Wentworth/Couchman	Holt, Rinehart et Winston Ltée. Montréal
Nouvelle Géographie du Canada 2e édition s.i.	Les Editions HRW Ltée 8035 est, rue Jarry Anjou, Montréal, H1J 1H6
Qui est-ce?	Hachette
Qu'est-ce que c'est?	Hachette
Où est-ce?	Hachette
Félix Parfait et quelques autres enfants Waber	Renardpoche

Art-Musique-Littérature Encyclopédie Moderne	Agence du Livre français 1249 ouest, rue Bernard Montréal
Géographie Cours élémentaire François/Villon	Librairie Hachette
Géographie Cours moyen François/Villon	Librairie Hachette
Découvrons la France: La Peinture A table Napoléon Le cinéma La Provence Les Autos et les routes Les chemins de fer La Mode Les Sports La Normandie	English Universities Press Ltd. St. Paul's House Warwick Lane, London Ec4p 4Ah

Readers

Voici le Québec McConnell	Editions Aquila Ltée 3785 Côte de Liesse Montréal, H4N 2N5
Tour du Québec McConnell	Editions Aquila Ltée
Salut Québec! McConnell, Taggart, Bouchereau, Bégin	Editions Aquila Ltée
Vie du Québec McConnell, Taggart, Bouchereau, Bégin	Editions Aquila Ltée
Le Mystère du jeune Pharaon McConnell et Bouchereau	Editions Aquila Ltée
Le Mystère du Triangle des Bermudes McConnell et Bouchereau	Editions Aquila Ltée
Vivre au Québec Cotnam/Blais/Dickson eds.	McClelland & Stewart
Les Ensembles Nemni/Quillard	Prentice-Hall
Le Petit Prince Saint Exupéry (Le Compagnon du Petit Prince - workbook)	Longman

Recording	GRT of Canada Ltd. 3816 Victoria Park Ave. Willowdale, Ont.
Le Tour du Monde en 80 jours - Verne Hachette	CEC Inc. 8101, Boul. Métropolitain Est. Anjou, Montréal H1J 1J9
Readers from Dent	

Films

Le corbeau et le renard	NFB
La Terre est habitée	NFB

Please note: Further suggestions for reading materials will be made available in a supplementary publication.

Reference material

Le Petit Robert
Dictionnaire alphabétique et analogique de la langue française par Paul Robert
Société du Nouveau littré
Paris

Le Bon Usage
Grammaire française
Maurice Grévisse
Librairie Hatier
Paris

Dictionnaire des verbes français
J. et J.P. Caput
Librairie Larousse
Paris

Petit Larousse illustré
Dictionnaire encyclopédique pour tous
Librairie Larousse

Harrap's New Shorter French and English Dictionary
(ed. J.E. Mansion)
Clarke Irwin

Le Nouveau Bescherelle
L'Art de Conjuger
Editions Hurtubise
380 ouest, Craig, Montréal, 12Y 1J9

Duden Français

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